

Inspection of Canterbury House Nursery

59-61 Canterbury Road, Willesborough, Ashford, Kent TN24 0BH

Inspection date: 8 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children quickly settle into their activities when they arrive at the setting and are welcomed by friendly staff. Staff understand the importance of communication and teaching children new vocabulary through their play. For instance, staff play with children and ask them questions about their games and encourage turn-taking. Staff create role-play opportunities for the children, which they enjoy immensely. Children giggle as they pretend to be pirates in a ship or people in a home, using their imagination and learning social skills. Outside, children are encouraged to be independent and to develop their engagement through play. For example, children pretend to be builders and build towers with large bricks. Staff support children with dressing appropriately for different weather conditions so they can access outdoor learning.

Children listen to staff carefully and show good levels of concentration. In the pre-school room, children sit and listen as a group and take part in registers, stories and songs. The youngest children develop listening skills through smaller group activities and when staff play with them. The manager has high expectations of children, including children with special educational needs and/or disabilities (SEND). Children are kind to each other and follow the rules in place.

What does the early years setting do well and what does it need to do better?

- The manager understands the importance of learning about children's starting points and creates a curriculum with a variety of experiences. They make effective use of any funding. For example, they offer additional lessons from a music teacher or football coach to help strengthen children's listening and physical skills. Children also enjoy visitors from the local area, such as an ice-cream man, and a zoology experience.
- Staff work well as a team and support one another. New members of staff are offered thorough induction and training opportunities to develop their skills and to learn from one another. The manager is keen to provide staff with courses to develop their knowledge and understanding of the early years curriculum. The manager also collaborates with other nurseries, allowing her to stay up to date with relevant information and share good practice.
- Staff plan interesting activities linked to the areas of learning for children to choose from within the environment. However, at times, they do not plan successfully to ensure they target and extend all children's individual learning needs. On occasion, some children do not engage with planned activities or fully benefit from the experiences staff offer them.
- Parents are pleased with the care children receive and are happy with the bonds children have with staff. Parents are updated with events and activities about their child through an app, allowing them to be informed about their child's daily

routine. The manager understands how important the link between home and nursery is. She has plans to introduce a reading library and reading sacks to further support home learning.

- Staff gain an understanding of children's backgrounds and families when starting at nursery. They have a bank of key words in children's home languages to help understand children who speak English as an additional language. However, staff do not always seek opportunities to celebrate and promote the languages and cultures of children who attend the nursery. This does not extend all children's understanding of diversity.
- Children are well prepared for their next stage in education at different ages. The youngest children develop their independence through daily activities, such as being supported with personal hygiene and finding their belongings. Staff ensure children are prepared for school by supporting them to be confident and manage their feelings. The manager liaises with the local schools so that a smooth transition can take place.
- The special educational needs coordinator (SENCo) ensures children with SEND are identified early so that support can be put in place. The manager and SENCo listen to advice from specialist teachers and share information with parents. Therefore, children receive the same approach at home and at nursery, which helps them make good progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build further on opportunities to celebrate children's cultures and languages to help children understand their similarities and differences
- strengthen activity planning to more precisely target children's individual learning needs.

Setting details

Unique reference number	EY277334
Local authority	Kent
Inspection number	10311885
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	59
Name of registered person	Sheriff, Janet
Registered person unique reference number	RP514305
Telephone number	01233 642497
Date of previous inspection	13 April 2018

Information about this early years setting

Canterbury House Nursery in Ashford, Kent, registered in 2003. The nursery opens from 8am to 5.30pm on Monday to Friday, for 51 weeks of the year. The nursery receives early education funding for children aged two, three and four years. There are seven members of staff who work with the children, five of whom hold appropriate early years qualifications from level 2 to level 4.

Information about this inspection

Inspector
Jade Mellin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and grandparents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a communication and language activity with the manager.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024